

Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).

1. Your name: Kayla Dore Block #: 1
2. For what project did you make your digital story? Digital Story/Dr.Grace Reflection
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? Learning of Multiple Intelligences, backwards design and checking for understanding and why it is important.
4. What type of story are you telling? Fairy Tale
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?
http://www.readwritethink.org/files/resources/lesson_images/lesson42/RWT027-4.pdf
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?
Prezi, Radio talk show or a documentary movie could all be used to demonstrate the same content.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) It was a lot of fun to make as a block, but there were also a lot of disagreements between people. Another thing that was an advantage was the ideas and brainstorming together and becoming closer friends but also gaining enemies.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. (<i>Copy and paste the element and its description/explanation from the source Web site.</i>)	<i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. (<i>If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.</i>)	<i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. (<i>e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”</i>)
Typically incorporate clearly defined good characters and evil characters.	Tinker Bell, Robin Hood, The Beast, Little Red Riding Hood, Link, Alice, Sleeping Beauty, Little Mermaid, Gingii & Flint are all *Good* characters Mother Gothel is the *evil* Character	Evil character stole the Fairy God mothers of practicum and the good characters have to save them in order to keep practicum alive and going.
May include objects, people, or events in threes.	3 Fairy God mothers	3 Fairy God mothers are the goal of the story; the good characters are trying to save them all, in order to save the future of practicum.
Focus the plot on a problem or conflict that needs to be solved.	Getting our Fairy God mothers/parents back	This element helps teach explain our content because without them, practicum wouldn’t survive and future teachers wouldn’t be well educated.
Often have happy endings, based on the resolution of the conflict or problem.	Getting the Fairy God mothers	Getting the Fairy God mothers back as a result of explaining MI, UbD and Checking for understanding and why it is important.
Usually teach a lesson or demonstrate values important to the culture.	Why MI, UbD and checking for understanding is important in the teaching world.	By explaining why MI, UbD and checking for understanding is important in the teaching world we are able to get out Fairy God mothers/parents back.

Fairies	3 Fairy God mothers/parents	The goal and happing ending of the story, getting our Fairy God mothers back to save practicum.